



Wolsey Infant School

Inspection Report

Unique Reference Number 101748
LEA Croydon LEA
Inspection number 276580
Inspection dates 12 June 2006 to 13 June 2006
Reporting inspector Peter McGregor AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	King Henry's Drive
School category	Community		New Addington
Age range of pupils	3 to 7		Croydon CR0 0PA
Gender of pupils	Mixed	Telephone number	01689 842773
Number on roll	337	Fax number	01689 842112
Appropriate authority	The governing body	Chair of governors	Mrs Patricia Williams
Date of previous inspection	18 September 2000	Headteacher	Mrs Heather Mann

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is bigger than most primary schools. The proportion of pupils from minority ethnic backgrounds is higher than average, as is the proportion of pupils for whom English is an additional language. Most pupils come from backgrounds that are less favourable than usual, economically and socially. The proportion of pupils with learning difficulties and disabilities is much higher than that in other schools, though the proportion with statements of special educational need is broadly average. Children's attainment on entry is well below that expected.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Wolsey Infant School is outstanding. The overall picture of its effectiveness is even better than the headteacher and governors judged it to be, due to the number of outstanding features. Particularly successful are the excellent achievement of pupils and overall quality of teaching, the outstanding quality of care, and excellent leadership, management and governance.

Pupils' achievement is as good as it is because of the exceptional nature of the teaching. This combines good teaching in lessons with outstanding additional help, provided through support staff and excellent information and communication technology (ICT) facilities. The quality of what is provided and children's achievement in the Foundation Stage are excellent. Standards and achievements throughout the school have been progressing steadily over many years. Pupils' personal development is good and indicates substantial progress from the well below average levels of maturity most children have on entry to Nursery or Reception. Pupils in the local area experience great deprivation and the school, through the outstanding quality of care provided, is helping them to develop positive attitudes to learning. Many pupils are reflective, helpful and courteous. The headteacher, very strongly supported by the deputy and other staff, provides exceptional leadership. This is driving the school forward to even higher achievement and greater enjoyment for pupils. The current focus on improving pupils' spoken English is very helpful. Great improvements have been made in all areas of school life since the last inspection six years ago. The school has an excellent capacity to improve further and provides outstanding value for money.

What the school should do to improve further

Although the school has no major issues for improvement, pupils' spoken English could be improved by more modelling of good practice, in line with the school's current priority.

Achievement and standards

Grade: 1

Pupils make excellent progress, as the school correctly judged, and achieve above average standards by the end of Year 2. Children come into Nursery and Reception classes with well below average attainment. Standards are average by the end of Reception. They are above average by the end of Year 2 in national assessments in reading, writing and mathematics. Achievement is excellent because pupils are taught effectively and have many opportunities to develop their skills. Their achievement in ICT is outstanding. Pupils in Year 2 said 'we use computers lots and we learn lots using them'. Records based on rigorous assessment show that pupils make excellent progress in meeting challenging targets. All pupils, including those with learning difficulties and disabilities, those for whom English is an additional language and those with special gifts and talents, achieve equally well, because of the quality of the support they receive.

Personal development and well-being

Grade: 2

Pupils' personal development is good, as the school judges it to be. Children's behaviour and attitudes are much better by the end of Year 2 than at the start of Nursery or Reception classes. Pupils are extremely happy at school and relationships are very good. Pupils said 'It's fun here and we help each other...I behave and all my friends do'. Most behave very well and their attitudes to learning are good. Pupils' spiritual, moral, social and cultural development is very good. In assemblies and mass games lessons, for example, pupils are reflective, and most pupils show that they know the difference between right and wrong. They have a good understanding of other cultures. Pupils contribute well towards their school community through the school council and by taking responsibilities, such as being 'play pals' at lunch times. They raise funds for charities and have good links with the local community. Pupils have a good understanding of healthy eating and drinking. They feel safe and are very safety conscious. The very good achievement of all pupils in literacy, numeracy and ICT gives them an excellent foundation for the next stage of their lives. Attendance has improved steadily over several years and is now average, though a few pupils are still late in the morning.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. In lessons, teaching is good, as the school judged it to be. Pupils enjoy learning and make effective progress. The greatest strengths in lessons are the way pupils' behaviour is managed, the imagination and flair shown, and the exceptionally strong focus on literacy and numeracy skills. Very occasionally, in class lessons, work is not well matched to all pupils' needs. An exceptional contribution is made to pupils' learning by the large number of specialist support staff. They are involved in providing excellent individual and small group work, based on pupils' needs identified by teachers. It is this extra dimension, combined with the good class teaching, that leads to teaching and learning being outstanding overall.

Assessment is detailed, rigorous and very helpful. Staff know pupils very well, so they meet their learning needs well, whatever their capabilities or backgrounds. The school's outstanding ICT facilities are used very well. For example, the use of a suite of computers for Year 2 mathematics had an excellent impact on pupils' independent learning skills and standards.

Curriculum and other activities

Grade: 2

The curriculum is good, as the school judges it to be. It is well planned, and elements of the programmes of study intended for Year 3 and 4 are taught, so that the gifted

and talented continue to make progress. Learning across subjects is very well organised through detailed, well-chosen topics. Curriculum planning for the development of literacy, numeracy and ICT skills, is very good. Work develops from pupils' prior attainment, which contributes to the exceptional progress that they make. In most subjects, careful planning meets the wide range of pupils' needs. The personal, social and health education course contributes most effectively to pupils' personal development and self confidence. Enrichment activities through visits and visitors, and additional activities such as the very popular and successful breakfast club, are very effective in raising pupils' achievement and enjoyment.

Care, guidance and support

Grade: 1

The school judged care guidance and support as outstanding and inspectors agree. A substantial number of pupils need extra help. Staff work very closely with parents and a wide range of outside agencies, so that all those pupils are looked after as well as possible. The school works very hard to maximise pupils' attendance and minimise lateness. Vulnerable pupils, the gifted and talented, pupils for whom English is an additional language and those with learning difficulties and disabilities are identified at an early stage and are guided extremely well. Staff understand the child protection arrangements and apply them with great rigour and sensitivity. Risk assessments are carried out regularly. Mutual respect is promoted very effectively and pupils are taught that bullying is not tolerated. Pupils flourish within a safe and healthy environment where free fruit and healthy lunchboxes matter, and where they know they can always seek help and advice. Their work is regularly assessed and they are set challenging targets in subjects and in aspects of personal development, which helps them to improve.

Leadership and management

Grade: 1

Leadership and management are outstanding, a view also held by the school. Governors understand clearly their roles and responsibilities. They help to steer the school towards a shared vision and are strong critical friends when needed. The headteacher, supported by her deputy, provides outstanding leadership and is supported by a very strong staff team to promote the common goal of maximising pupils' achievements and enjoyment. The significant strengths detailed in all sections of this report show their success. The appointment of a large number of very good specialist support staff is proving very effective. Leaders of 'pupil support', teaching assistants and midday supervisors, in addition to good class teaching, are all contributing to pupils achieving the challenging targets they are set. An exceptional awareness of the needs of gifted and talented children has recently earned the school a prestigious national award.

Monitoring systems are extremely thorough and effective. Subject managers are involved, alongside the headteacher and deputy, in regularly evaluating pupils' performance. School self-evaluation is accurate and takes good account of the views

of parents and pupils. It provides an excellent picture of the school's strengths and areas for development. Resources throughout the school are used very effectively to support learning. The extremely successful leadership and management have helped the school to make excellent progress since the last inspection. The school has great capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Children

Thank you for helping us when we were in your school. We really enjoyed talking to you and seeing what was going on.

Your school is excellent, with lots of really good things happening. You all do very well in English and maths because you work hard and teachers help you to learn. Support staff are very good at explaining things to you, not just in lessons, but when you come out of the classroom and work in small groups. You enjoy what you talk about together. The school gives you many opportunities to use computers. You like using them and have become experts. Your computer work in maths is helping you to learn how to solve problems and do very well. Teachers and other staff are helping you to speak better English, not just in lessons but during your breaks, and this should help you get even higher standards in your work. Most of you behave very well. You get on really well together and are very friendly towards visitors like us. You play sensibly during breaktimes and lunch periods and enjoy the equipment and games the staff put out for you. Staff are especially good at caring for you, helping you to enjoy your time at school. They make sure you are safe. School lunches are good and healthy and most of you who bring in lunch boxes have healthy food to eat. The teachers and other staff try very hard to persuade you to attend regularly and to get to school on time, and most of you do. Quite a lot of you come to the breakfast club before school and you really enjoy this.

The headteacher is very, very good at her job and she has lots of help from her deputy, other staff and the governors. They are all working hard to help you do as well as you can and enjoy your learning.

Peter McGregor

Lead Inspector